



EUCIM-TE = European Core Curriculum for Mainstreamed Second Language Teacher Education

**Final Report**

**Confidential Part**

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Product 49.5:

European Core Curriculum. Examples

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## IALT Supporting Material

### Examples

The following sections shows examples from the EUCIM-TE consortium partners of programmes, strategies or events which have already been implemented and go in line with the ECC IALT theory and methodology. They are organised according to the partners and encompass several themes.

#### Bulgarian Partner – Sofia University

#### Tendencies in Bulgarian Education connected with the ECC IALT

##### Establishment of career centers in Bulgarian universities

Since 2006, 34 career centers in total have been established. The career centers are designated to play a crucial role in organizing students' practical training in a certain field and they contribute to the professional orientation of the students. Furthermore, career centers benefit the higher education institutions in terms of quality assurance and attract the interest of prospect employers.

##### Development of a National Strategy for Lifelong Learning

By the technical assistance of the European Union a National Strategy for Lifelong Learning has been developed. It has to be adopted by the Council of Ministers in 2008.

##### In the field of General Education

Over the last couple of years, as of 2005 until the end of 2007, strategic documents were adopted, directing major efforts to meeting the requirements of European educational standards and the demands of modern life, aiming mainly at making access to school better and easier for all and raising the quality of education. All planned measures view education as an essential factor both for people's personal development and for general social prosperity. The mentioned documents are National Plan on the Integration of Children with special educational needs and/or suffering from chronic diseases in education, National Strategy on ICT implementation in Bulgarian schools, Strategy on the Educational



Integration of children and students from ethnic and cultural groups, National school and pre-school education program (2006/2015).

Some processes that have already started continue like optimization of the school network, free of charge supply of course books and supplementary materials (the tendency being to broaden the scope including more than 1st to 4th grade students), supply of free of charge breakfast to 1st to 4th grade students, supply of computers and Internet access for all schools, supply of school buses etc. Others have began like turning Bulgarian partial experience in external assessment into national standardized external assessment test-based system, decentralization of education management, change of secondary education structure, as of 2006/07 school year a new school education structure was implemented.

According to it primary education will finish with 7th grade and a national external assessment test. The External Assessment has been introduced in 4<sup>th</sup>, 7<sup>th</sup>, 12<sup>th</sup> grades.



## Dutch Partner – Tilburg University

### A language portfolio for teachers in primary education

#### Aims of a language portfolio for teachers

A language portfolio for teachers aims at the professionalisation of (language) teachers. It helps teachers to become more aware of how they perceive and fulfill their tasks. Awareness should result in insights into professionalisation needs and possibilities, and ultimately awareness should result in more professional teachers with better teaching abilities. The language portfolios can be used in quality care and in professional training for teachers who deal with the teaching of languages. For planning, keeping track of and documenting professionalisation activities, a portfolio seems to be a perfect instrument. The aim of a language portfolio for teachers is to help teachers

- document their actual competences, for themselves as well as for others;
- direct their professionalisation activities;
- make the effect of their professionalisation activities visible.

A teacher can use the language portfolio for his own purposes in directing his professionalisation process. The professionalisation process is aimed at both the maintenance of already acquired competences as well as the learning of new competences. In addition the language portfolio for teachers can be useful in coaching and training (i.e., peer review and observation in the classroom), in job evaluation with superiors and as a tool in career orientation, and in job interviews. In the teacher portfolio so-called instructive activities are also specified. The instructive activities are formulated as suggestions which the teacher can use to bring his competences to a higher level. Finally, the language portfolio for teachers provides suggestions for documentation. This implies the ways in which the teacher can illustrate and document the activities actually undertaken in the process of continuing professionalisation.

The development of a language portfolio for teachers started in January 2002. Six language portfolios for six different target groups of teachers were developed and piloted:

- primary school teachers
- secondary school teachers
- teachers in service training
- teachers of vocational adult training
- bilingual primary and secondary schools
- teachers in charge of international programs at secondary schools.

For the development of each of the six teacher portfolios a team of experts was formed. An overview of the six language portfolios for teachers is given by SLO (2003) and De Graaff et al. (2003). The following example only pertains to the language portfolio for primary school teachers (Aarts & Broeder 2003).



### Content of the language portfolio for primary school teachers

The language portfolio for primary school teachers (in Dutch) is available at [www.taalportfolio.com](http://www.taalportfolio.com). The teacher portfolio consists of three parts: the passport, the biography, and the file part.

#### Part 1: The Passport

In the passport part the teacher can record personal background details and provide information on schooling and working experiences. The passport part of the teacher portfolio also consists of summary sheets by which the teacher can trace the competence levels at different moments in time. By doing so the teacher gets an overview of the development of his competences. The following three domains of teacher professionalism are distinguished:

- (1) language proficiency, i.e.,
  - Listening
  - Reading
  - Spoken interaction
  - Spoken production
  - Writing
- (2) didactic proficiency, i.e.,
  - Establishing the starting level (of the class)
  - Establishing learning goals
  - Selection of content material
  - Teaching of content material
  - Control, evaluation and assessment
  - Pedagogical climate
  - Dealing with differences (in the multilingual and multicultural classroom)
  - Evaluation and professionalisation
- (3) cultural knowledge and experience, i.e.,
  - Geography
  - History
  - Population
  - Religion
  - Cultural expressions: books, music
  - Cultural affairs: economy, politics
  - Situation of the language and its speakers in the Netherlands

The descriptors for the language proficiency domain are identical to the general descriptors in the Common European Framework of Reference (Council of Europe, 2001, Trim, 1997). For the other two domains (i.e., the didactic domain and the domain of cultural knowledge and experience) the specification of descriptors and levels are the results of extensive study and discussions by the construction team at Tilburg University.

Teachers are asked to document their proficiency levels for each of the three domains on the basis of instruction sheets (see biography). The passport part is in fact a



summary of current affairs based on the biography part. An example from the domain of didactic proficiency is given in Table 1.

Task/language:.....	Date: .....	Date: .....	Date: .....
Establishing starting level	1 2 3	1 2 3	1 2 3
Establishing learning goals	1 2 3	1 2 3	1 2 3
Selection of content material	1 2 3	1 2 3	1 2 3

**Table 1** – Part of an overview sheet from the passport for the domain of didactic proficiency in the language portfolio for teachers

Since the portfolio is updated periodically, table 1 provides information about the current competence levels as well as the development of the competence levels during a period of time.

## Part 2: The Biography

A teacher is advised to start with filling out the biography part. In this part of the teacher portfolio a set of descriptors, suggestions of instructive activities, and suggestions for documentation of these instructive activities are provided. An example of (part) of an instruction sheet from the domain of didactic proficiency is given in Table 2.

<i>Descriptors</i>	
Level 1	I make an estimation of the average level of the group and take that level as a starting point.
Level 2	I observe the pupils in the first lessons in order to establish their level.
Level 3	I collect background information on the pupils, and if necessary, I administer a test and observe the pupils in order to establish their level.
<i>Instructive activities</i>	<i>Documentation</i>
Make an analysis of the starting level of a pupil: collect background information, administer a test and observe the pupil in the first lessons. Make a report of this analysis and discuss this report with a colleague (who also knows the pupil).	Report of the analysis of the starting level of the pupil (background information, observation and test).

**Table 2** – Part of an instruction sheet from the biography for the domain of didactic proficiency in the language portfolio for teachers



Next to the instruction sheets, the biography part holds worksheets for each proficiency domain as specified in the passport part of the portfolio. An example from the domain of didactic proficiency is given in Table 3.

Language: .....		Date: .....		
Other: .....				
Establishing starting level	Self	Other	Aim	Action plan
Level 1				
Level 2				
Level 3				

**Table 3** – Part of an overview sheet from the biography for the domain of didactic proficiency in the language portfolio for teachers.

The teacher is asked for a self-evaluation and an evaluation by another person (mostly a fellow-teacher or the headmaster) on the basis of the corresponding instruction sheet. In addition the teacher is asked to indicate the proficiency level he wants to attain and he is asked to specify an action plan.

### Part 3: File

In the file part of the portfolio the teacher can collect evidence of his professional knowledge and experience. These can be examples of his work such as teaching reports, observation reports, reports of exchanges and study trips, presentations of relevant projects. In doing this the teacher can make use of some of the suggestions for documentation which are given in the biography part.

### Evaluation of the language portfolio for teachers in primary education

In the school year 2002/2003 the first version of the teacher portfolio for primary education was used and evaluated by a selective representative group of 13 primary school teachers and headmasters: 6 teachers of Turkish, 1 teacher of Arabic, and 4 group teachers of grades 7 and 8, and finally 2 headmasters. In general the use of the language portfolio is evaluated positively, in particular the opportunity to bring to the surface insights in one's own language/professional proficiencies. The respondents anticipate that a particular teacher portfolio might have much potential in maintaining, planning, and documenting one's own proficiency levels. The respondents are more or less pessimistic with respect to the relevance and feasibility of making the achieved proficiency explicit to others in for example job interviews or job evaluations (see Aarts & Broeder, 2004, for a more detailed account). On the basis of this first evaluation improvements to the teacher portfolio have been made.



## German Partner – University of Cologne: Bilingual Scaffolding

The following scene took place in a bilingual primary school: Rubén grew up in a Spanish speaking family and has been living in Germany for four years. The following only few seconds lasting situation ensued in a conversation with an interviewer (in the text abbreviated with ‘I’) over a photograph in which several persons brush their teeth<sup>1</sup>:

I: what are they doing[?] what do they have there[?]

K: **don’t know how the word is – brushing teeth** [?]

I: yes

K: they mak/<sup>2</sup>

I: [AFFIRMATIVE] yes

K: **they/ they/ they make brushing teeth** [?]

I: yes you can also say that yes

K: **they/**

I: [SIMULTANEOUSLY] or they brush [SHORT BREAK]

K: **they brush their teeth**

I: yes – for example – you can put it that way

K: **they brush their teeth**

I: mhm

K: **in the bathroom**

What is happening here? Rubén says that he lacks a word – at the same time it comes back to his mind, he articulates it – in a questioning tone to get reassurance from his interviewer. She confirms and he starts a phrase of which you can say that it is build on sentence structure (‘they mak/’). However, he breaks off but gets directly an affirmation and starts back again. He needs a little start as the triple repetition of the personal pronoun shows (‘*they/ they/ they...*’). The following utterance ‘*they make brushing teeth*’ is typical for second language learners who circumvent the flexion of other verbs by the application of the verb ‘make’ which is insertable as a joker for all actions. Again, he assured himself by the conversation partner, who in fact confirmed, but a little hesitantly. Her utterance also reveals that there are other formulations – usually more pleasing to the adult conversation partner as one can imagine as a pupil – in addition to the one selected by Rubén. He takes up this cautious impulse and thus reschedules, while the interviewer rudimentally tells him her preferred formulation. The following is a brief pause after which Rubén formulates the utterance in a well-formed manner. This is confirmed by the interlocutor, after which he expands the statement by a statement of place.

The example shows a linguistic behaviour on the part of the interviewer, which does not originate from a scientific interest in an ‘objective’ view of Rubén’s language use but rather has a pedagogical interest in the formation of a well-formed utterance. For, if

<sup>1</sup> The example is a translation from German.

<sup>2</sup> The slash (/) always marks the break off of an utterance.



we look closely, one can identify that the interviewer is leading the child to a statement - not directive and prescriptive, but notably reserved, and with little signals: She takes in the start of the child and motivates it to continue his speaking, supports the core of the formulation ('they brush') and gives the space for expansion at the end.

This scene lasts only a few seconds but it is very revealing: The linguistic behaviour of the interviewer is characterised by bringing the child to a more comprehensive statement, without providing it to him. She accompanies the utterance of the child, only cautiously intervenes and leaves scope for own creations. In English didactics this behaviour is known as 'scaffolding'. The interviewer builds a framework on the language of the child that enables him to build his utterance level by level.

There are five floors in Rubén's case: From an uncertainty and leaving open of the grammatical form ('*don't know ... brushing teeth don't they?*') to a first attempt with the joker verb 'make', tough without committing to an inflectional ending ('*they mak'*'), the immediate commitment ('*they make brushing teeth*'), the replacement from 'make' to 'brush' as a main verb and finally the closing expansion of the now well-formed clause by a statement of place. The top floor would not have been possible without the previous support. It is well recognisable how such free supplements build up on the basis of a core utterance. When this is done, pupils can proceed to formulate additional elements.

What is 'scaffolding' now? In second language didactics, the term became particularly known through Pauline Gibbons, who used the expression in the title of her book *Scaffolding Language - Scaffolding Learning* (2002). Gibbons refers to the origin of the expression from developmental psychology as for example in Jerome Bruner, inter alia in studies on parent-child interaction (Gibbons 2002: 10). In the English-speaking world the expression is also familiar in other didactical contexts: It is involved into a constructivist approach, which puts cognitive elements in the foreground<sup>3</sup>. One example is the Cognitive-Apprenticeship approach by Collins (1989, 1991), which was received in Germany, e.g. in vocational education. Thereafter, the didactical process is divided into six steps:

1. representation of a (craft) product with subsequent assignment of tasks or presentation of a 'Routing Texts' ('*modelling*');
2. guidance and support in the execution of the task ('*coaching*');
3. support of the learners by the experts in individual steps ('*scaffolding*') and a retreat of the experts from the process that is adjusted on the respective learning level ('*fading*'); support runs on situating and contextualising of the students;
4. exercise of learned abilities and skills in varied situations and under different conditions ('*articulation*');
5. comparison and review of solutions, products and outcomes of the learners among each other and by feedback from experts or media, e.g. by video ('*reflection*');

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<sup>3</sup> See the pool of methods published by K. Reich: [www.methodenpool.de](http://www.methodenpool.de).



6. independent transfer of the acquired skills in new situations and contexts. What is learned is abstracted to the point that it can be transferred and used without assistance from an expert; the learner has become an expert himself (*'exploration'*).

In 'scaffolding' a kind of linguistic frame structure is built up and then removed again round the child's utterance. This approach has developed into a central method of English language didactics. In English language didactics one can refer to it as 'cooperative' or 'collaborative education' in this context. However, the present discussions are limited to an application in monolingual education - even if the inclusion of multilingualism is regarded as important in principle.

The conceptual extension of the approach in terms of *bilingual scaffolding* still needs to be done. A very successful example of this we ran across with is a bilingual kindergarten, in our opinion. In this institution, the bilingual approach is built upon the principle 'one person – one language'. A teacher, who according to this conception was actually only responsible for Italian, regularly moved into German, however. The observations, though, could indicate that these changes were not arbitrary flip flopping but revealed an immanent system. The bilingual educator only used this method when she was addressed by a child who possessed little knowledge of Italian. With the children who were fluent in Italian she continued talking to in Italian. In communication with children with only little knowledge of Italian, she let the children speak at first and listened to them when they spoke to her in German. She then secured the proper understanding by using the German language. Afterwards, she changed into Italian and asked the child to also try it in Italian. The children then often uttered only single words that were extended to more complex expressions by the teacher. The children adopted this and on this occasion some even had one extra word that came to their minds. In turn, this was taken up by the teacher and implicated into the statement. The utterances became more extensive and complex. With this method, the teacher supports the structure of the utterance. As this utterance was formed, the frame was again removed ('fading'). This was done as she thanked the child for the utterance and hence marked the conclusion of the communicative situation.

The stages in this bilingual scaffolding can be considered as a model for bilingual education in elementary areas and could be combined exemplary as follows:

1. listening in the language chosen by the child;
2. securing understanding also by using the language chosen by the child;
3. transferring the child into the language production of the respective target language;
4. constructive language promotion as scaffolding;
5. marking of completion of the communication situation by thanking the child in the respective target language.

It was noted that in this day-care group, the programmatically focussed language separation of the children was most clearly and naturally practiced (cf. Roth 2005). This means, that not the rigid retention of the principle 'one person – one language' leads to a



functional separation of languages and an awareness of each respective language regularities, but that Code-switching – according to systematic criteria – does, which is selectively used due to the linguistic possibilities of the children. This way, children in bilingual education settings are guided to a language purpose which respectively uses the strengths of one language for the construction of others.

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## German Partner – RAA:

### Strategies in parental involvement that support a better achievement of children

1. to start at the right moment and choosing the right time, i.e.:
  - beginning as early as possible (best directly after birth)
  - organizing contact with the social network and the public institutions
  - planning a longer period of working with the parents – best all along the educational and learning process with its different phases
2. to put the main focus on the children and young people and their needs, i.e:
  - calculate the different needs of the children and young people during the different phases of their educational and learning process
  - consider the different attitudes of the children and young people towards their families in the teacher-parent-relationship
  - involve the children and young people in the decisions
  - put a stress on direct parental support for learning at home
  - give parents information and concrete ideas how to support their children successfully
3. to be open for all parents, i.e:
  - address, invite and give occasion for involvement to all parents
  - offer plural ways to find contact for the parents (meetings where they may remain anonymous, meetings only for women, meetings for cultural homogenous groups as well as meetings for heterogeneous groups or individual counselling...)
  - organize the possibility to use more than one language, inform and counsel bi-/plurilingual
  - mediate not only between the different languages but also between the different cultural points of view
  - take in account what the starting point of the parents is – what do they already know, what might be new for them
  - respect the different experience and tradition of communication and perception in the families
  - choose orientation along the needs of the families and the children, be more concrete and less standard-orientated in your methods.
4. to work with the resources – not with the deficits:
  - accept and respect the heterogeneity of the parents and take the differences serious
  - recognize the potential that lies in plurilingualism and many cultures
  - find out specific resources and potentials of migrant parents and learn how to use them, how to integrate them
  - talk about differences but avoid the impression of ignorance or feeling superior towards foreigners
  - distinguish between cultural factors and the social situation
  - don't expect or try to force assimilation or harmony.



5. to meet the requirements and to prepare the conditions for a partnership between parents and teachers by providing teacher-trainings, i.e.:
  - all colleagues in a team should take part in a common training
  - the pedagogues have to become sensible for the heterogeneity of the children and their parents /the parents themselves get support to recognize the differences as well
  - teachers meet parents on the same level, they interact and communicate as equal partners
  - organize change of latest information between teachers and parents
  - integrate parents with migrant background in the institutional structures of participation
6. to prepare conditions for a partnership between the staff and the parents in the families, i.e.:
  - convince, encourage and empower parents to cooperate with the educational institution
  - give trainings for parents a high importance – don't expect too much from the parents
  - strengthen the self-confidence of the parents, assure them to be welcome
  - help parents to understand that they all have competences and opportunities to support their children, no matter what their own educational fundamentals are
  - give advise to the parents how to prepare a good climate for learning at home.
7. to be open for cooperation, exchange, critic and development, i.e.:
  - join the developing and establishing of networks
  - take part in creating an open und intercultural climate in all educational institutions in your community
  - include the community of the families
  - practice regular evaluation.



## Luxembourg Partners – University of Luxembourg and the Benjamin Club

### Early Education in Multilingual Language Learning Settings: Recommended Practices

#### 1. General approaches

- 1.1. Encourage and support parent's sensibility and regular, quality attentive practice of maternal and/or paternal language.
- 1.2. Use social embedded activities inspired by first-language or mother-tongue communicative habits, in the country-/region specific language (social integration) in institutional early care-groups by professional educators.
- 1.3. Pay attention to regular repetition of specific vocabulary and linguistic structures (situational based – daily routines).
- 1.4. Assure collaboration with parents / cultural mediators – educators of same mother-tongue in children's groups.
- 1.5. Apply principle of: "one person-one language" i.e. in bi-lingual education, staff of two native speakers (notably with young children).
- 1.6. Organize temporal "slots" or situational "islands - places - rooms" of specific languages/culture present in particular group or as an every-day routine, for instance in a multi-lingual family or group situation (German-Chinese-English; Luxembourgish-Slovenian-English ...)

#### 2. Methodological recommendations

- 2.1 Define "integrative" (common) language – normally: language of the country.
- 2.2 Two educators, one being "cultural mediator" or knowing language of majority of migrant children present – possibly a parent. Define precise rules of "code-switching" for educators and children.
- 2.3 Establish progressively specific vocabulary in relation to significant daily situations/events, image book reading, storytelling ... (insuring informal repetition – no "dry" vocabulary learning!)
- 2.4 Adapt sentences form (affirmation / negation/ interrogation .. tense forms ..) to specific child or age group: informal qualitative structuring (and repetition).

#### 3. Didactical techniques: (adaptation to age and language knowledge required)

- 3.1. **Echoing** children's utterances.
- 3.2. **Joking / juggling** with syllables i.e. own creations, rhymes ....



- 3.3. **Accompanying speech** – describing one's own action or child's action
- 3.4. **Accompanying gestures & mimics** – always support understanding by gestures
- 3.5. **Structuring** words or/and actions with rhythms (by drumming, rattling, clapping hands, stamping feet .....), songs, circle plays...
- 3.6. **Modelling** (Propose a word or sentence) & **Expanding** ( finish an incomplete sentence or complete a formulation), & **Scaffolding** ( construct a formulation in interaction)
- 3.7. **Sequencing** (telling or showing images of events in succession)
- 3.8. **Story-telling and listening** (telling events / stories without visual support)

#### 4. Some examples of practices

- 4.1. **Snack-time (or other every-day scenes):** - eating / toilet going / going to bed / bathing / puppet playing / construction play – puzzle playing / out-door activity – exploring nature .....

*Benjamin Club/ Early education situation 1 : Snack-time (Monolingual language learning of the country, example: luxembourgish): (1 L native educator/n.e.- speaking also, F,D , 1 P mediator educator, knowing also L and F /m.e. – professional or parent, 12 children/ch.1,2... – 4 L ; 4 P, 2 F, 1 NL, 1 D. Common language of the country: L )*

*N.E (L)(\*): Look, dear children ! all the good things, we have this morning. All good fruits!*

*M.E.(P): (repeats in Portuguese)*

*N.E. (L): (showing) Here we have pieces of apples, pears, bananas and oranges. But, look, Maria (m.e.) has also bread, butter, jam and cheese. Who wants some fruits: apples or bananas? Who wants bread with jam or cheese?*

*M.E.: (repeats in P).*

*Ch.1(2,1L) : (showing apples)*

*N.E (L): You must tell me (showing and naming) – apples, pears, bananas or oranges.*

*Ch1 - : Apples !*

*N.E.(L) : Fine ! – but tell me: “ I want apples, please!” – Child repeats sentence.*

*N.E.(L): OK, perfect! please... here we are... and you Sandro?, what do you want...?*

*M.E.(P): Yes, Sandro, what do you want ?*

*Ch.2 (2;3,P): Cheese !*

*M.E.(P): Ah! Sandro wants cheese .. bread and cheese?*

*Ch.2.(P): Yes, I want bread and cheese.*

*N.E.(L): Sandro wants bread and cheese. Please! And you, Françoise?*

*Ch.3 ( 3,2,F): I want bananas and oranges, please.*

*N.E.(L): Oh, Françoise, très bien, très poli – (L) you want bananas and oranges. S'il vous plaît ! Tell me in (L), please.*

*Ch.3 (L) : I want bananas and oranges, please.*

*N.E.(L) : Mais, très bien, (L) wonderful, you learned already very much!*



.....

*Before beginning to eat, children and adults join hands and sing or wish “good appetite” in all languages used in the particular group.*

*(\*) language used*

**2.2. Role-playing or life-situations (or daily/weekly events – regular visits) :** grocer’s shop – super-market, doctor, hair cutting, farm - animals, forest - nature, living area - transport .....

***Early education situation 2: Group or Family situation - Group’s stroll or family’s sunday walk in country-side with child(ren) 4 years*** (Mother/Mediator-educator: Chinese ; Father/Native-Educator: L ; Ch.:Ch-L-, Common language in group: L (bi-lingual situation for child)

*N.E.(L): Oh! Look, there in the meadow, there are cows, many cows, big cows and small cows.*

*M.E.(Ch): (same information in Chinese)*

*N.E.(L): The small cows are the children, they are called “calfs”.*

*Ch.1.(Ch) - addressing m.e.: Look (pointing), the small cow, what’s she’s doing !?...*

*M.E.(Ch): She’s drinking milk ...from her mother .... Like you, when you were a baby ..! (gives information in english to n.e.)*

*N.E. (L) : Yes, the small cow, the calf drinks milk from her mother.....*

*Ch.1. (L) – addressing n.e. : And there?... There is a very big mother...!*

*N.E. (L) – Oh! No, that is not a mother .... That is the father, that is the bull. He pays attention to all the cows and all the little calfs. He does not want, that we go near the cows or the calfs ...then he gets very angry...then he gets wild and hits with his head ... and with the corns...(gives essential terms to mother)*

*Ch.1 –( a bit afraid, taking mother by hand)*

*M.E.(Ch.) - - You need not be afraid. The bull is behind the wire fence, he cannot come out....*

***Early education situation 3: Family situation - Story telling – at table: Common language between adults or at table in family: English (tri-lingual situation for child).*** Child tells father in L, what it has seen in the meadow. Mother continues in english.

*M.E. (E) : .. took me by the hand, was a bit afraid..*

*N.E. (E) : You were a little bit afraid.... Yes,I’m also afraid of the big bulls.... but the Stéier (L), the bull is not wild, when you are only looking at the calfs and at the cows.*

*M.E. (E): Yes, it was nice to see the little calfs with the cows...*

*Ch.1 (E): Yes, it was nice ..... can I have milk, please!*



## Portuguese Partner – Minho University

### A bilingual class in Lisbon

In this section we would like to give an example of bilingual education in Portugal, by showing the work done in a mixed class (half Portuguese descent, half Creole descent) of an Elementary School located in an African immigration area in Lisbon (EB1/JI of Vale da Amoreira). This project started in July 2007, and aims to contribute to the educational integration of students who do not have Portuguese as their mother tongue and to find methodological answers conducive to the educational achievement of these students.

The number of students from other cultures, and speaking other languages, is increasing in Portuguese schools. The Cape Verdean community is the most representative and also the one with the least school success (Pereira, 2009). Cape Verdean, being a Creole, has been traditionally undervalued in Portugal, which leads to the loss of linguistic identity and makes their speakers integration more difficult.

The students are enrolled in the bilingual class from their first to their fourth year of school. It promotes the development of both languages and cultures and the linguistic and intercultural awareness, valuing the minority language as well as Portuguese. Students are taught the normal curriculum and have a daily hour of (and in) Cape Verdean with a bilingual teacher.

With this experimental class, the promoters of this initiative (ILTEC/Gulbenkian) intend to reverse the effects of the monolingual model and prove that bilingual education does not only improve school success but it also contributes to the linguistic, cognitive, cultural and social development of both immigrant and Portuguese students. The linguistic and school results (analysed in comparison with a control class of the monolingual curriculum) show that biliteracy and translanguaging speeds up the development of reading and writing skills and promotes the linguistic awareness and the taste for communication.

The Project is inspired by models with international positive results: dual language bilingual education and dynamic bilingual education (Ofélia García, 2009).

The bilingual class has an even number of students from Portuguese and Cape Verdean origin and a teacher for each language, who work in close cooperation. Pedagogically, the main teaching strategy focuses on cooperative work and scaffolding. The children can use both languages in both Cape Verdean and Portuguese lessons and are motivated to cooperate with their colleagues in all proposed tasks. In the Portuguese lessons, the students follow their normal curriculum with a strong intercultural component and a main focus on language awareness. Learning happens through a harmonious combination of a communicative approach (contextualized and content-based) and a cognitive approach (based on metacognitive processes, on explicit instruction and on metalinguistic reflection). Students are encouraged to think constantly about what they can do, when and why they can use what they can do (Pereira, 2009).

The work with the parents is another crucial strategy. Parents are encouraged to visit the classes and to bring their culture into the classes, by collaborating in a variety of



events (like cooking, singing, telling a story, etc).



## **Slovenian partner – The National Education Institute: School-home cooperation is crucial in pursuit of increase in performance of students**

### **First contact of parents with school**

It is worth while providing parents with the most important information when students enrol school. First contact is crucial and cannot be repeated again. Usually the school head or school advisory staff is the first to get into contact with parents. They help the parents and the child with the formalities of the enrolment procedure. From the students or their parents they procure the essential data, documents, any certificates the student brings from the country of origin. It is necessary to formally place the student into the group to which he or she belongs according to the chronological age. Usually this does not represent a major challenge for schools.

Greater challenge is creating a climate of acceptance among all students – not only the migrants and the native students. This climate does not only depend on the personnel who regularly meet the migrant students and their parents. The climate is created by everyone in the school, also by administrative and technical staff, including the housekeeper, the security guard and the canteen personnel. When conditions are secured for everyone to feel welcome, accepted and included, teaching and learning is much easier and the learning progress of students more efficient.

It has proved efficient to set up a reception point friendly to newcomers, where migrant parents can get the information they need most urgently for the beginning. Also the direction leading to this point ought to be clearly indicated, designed in a way demonstrating to the students and their parents, foreign in the environment, they are welcome: addresses in different languages, ideograms, pictures or photos, video screens, etc.

### **Also all subsequent contacts with parents matter**

The role of parents and of school for the development and learning progress of the children will need to be clarified all over again. The school should also investigate and reflect its own practice, it should inquire into detail what parents expect from the staff and simultaneously delineate clearly the roles and duties of both sides (e.g. through a questionnaire at the beginning of the school year).

The expectations of parents towards the school vary quite a lot. There is a number of reasons for this. Parents come from different countries, they differ in their expectations towards the school because of different experience, in different countries different norms and rules apply defining the role of parents, parents have different views of the education of their offspring and apply different principles themselves, families differ in the distribution of roles of family members in the education process, etc. The school should strive to strengthen the permanent liaison with the parents as they share their responsibility for the education of the children. This should explicitly be expressed in the conversation with the parents. Important is constantly to:



- explain the role of school and of parents in the education of learners in a given environment;
- search for the best solutions for the progress of the child, the learner in the education process;
- make it possible for the parents to (facing the new means of communication, such as ICT) react on time critically to the activities of school staff and to propose new opportunities for cooperation;
- develop new methods and forms of work contributing to more intensive and more profound cooperation.

### The school team and on-the job training of school staff

A theme of on-site in-service training of school staff should also be the reflection on how most efficiently to establish contacts with parents (content-wise and linguistically appropriate information leaflets or invitation letters for different categories of parents – especially for the less educated ones and for those who are not familiar with the language and the culture of the environment), how to prepare for interaction, how to carry out a conversation, what and how to communicate something orally, in what language and why, who else should be involved for the communication from school to be efficient, etc.

Also other information items in the language(s) they understand will be useful for parents from different linguistic and cultural environments, from other countries, e.g. information that usually is taken for granted such as what a child needs for different subjects, what equipment for a day out, what parents are expected to buy for the child and what will be provided by the school, why so, information about school meals, if any, etc. Some information can be provided in the language of schooling and in the language of the child and the parents. If we do not know the language and no translator is available, photo or symbolic illustration will facilitate the understanding of information. Practice shows such information as well as communication through interpretation by someone who speaks the language of the immigrants is warmly welcome also because it is perceived by parents as an expression of commitment of teachers to providing them and their child with all the support needed. This makes them feel accepted and encouraged for further inquiries.

### Designing planned cooperation with parents

It is also important for schools to:

- develop short-term and long-term plans for cooperation with parents;
- carry out ongoing and comprehensive evaluation of their work with parents;
- analyse their work and continuously improve their work with parents on the basis of the findings;
- develop or even design the curriculum – module for school-home cooperation;
- promote on-the-site training of staff for modern methods of cooperation with parents (adult education principles for communication with parents from different cultural and linguistic backgrounds)

Sensitization of school staff for cooperation with parents will shorten the path to success



A possible approach to sensitizing teachers is providing opportunity for experiential learning in workshops or e.g. by training abroad combined with staying with families of the teachers in the host country. Experience in workshops where teachers were asked to identify themselves with a person exposed to the foreign environment in a new country – with no knowledge of the language or of the rules and of everyday norms of behaviour self-assumed in contact with persons we know and with those we do not know – and with a child of school-age to be enrolled in a school. Every parent wishes for their child to be well accepted by peers and by teachers, to be a successful learner and they also wish for themselves to be well informed about everything the child experiences in school. They all wish to cooperate with school if they find this to be in favour of the child's progress. Most parents also wish to get involved in school's activities if their involvement contributes to their child's success. On the other hand it is also true, not all of them are able to respond to the initiatives coming from school or they simply are not able to formulate their thoughts. Often the reason lies in the inadequate knowledge of the language and of the rules applied in the school or simply because of fearing failure, lack of acceptance or even rejection or other inconvenience they do not dare expose themselves. This is how an Albanian mother explains her experience of the first encounter with school, when she and her family moved to Slovenia:

I came to school and talked about my child to the teacher. She told me a lot of things. At the end she asked if I was willing to do something for my child. She told me exactly what I was supposed to do, but I have forgotten what, because I didn't understand her well. Of course I responded affirmatively. I couldn't say no. Which mother or father after all would say they didn't want to do for their child what the teacher had asked them?

At home I told the story to my husband. I said I had made a fool of myself and would not go to school again. I was so embarrassed. I don't know what to do now.

The story is shocking, especially for someone who knows the person and her dedication to the benefit of the child and everything the mother does to help her child. We should act as professionals called to find the right paths to approach the learners and their parents. We need to get organized in such a way to be able to respond to the justified expectations of the parents, also of those who do not speak our language.

### Exchange of good practice

More efficient and modern methods of work with parents can also be sought through:

- cooperation between schools and exchange of promising and successful forms of cooperation with parents and including these into in-service training of teachers for their work with parents;
- presenting examples of good practice in handbooks and in seminars;
- setting up websites with presentation of different opportunities for cooperation with parents;
- opening up of the schools towards parents.



## Swedish Partner – Mälardalen University

### Two examples from schools

#### The Knutby School project

This example of a genre-oriented educational instruction, where language development and learning in different subjects go hand in hand, comes from a project that was established in collaboration between a school, a communal language research institute and a national school authority. The project has involved teachers, project managers and researchers and aims to develop multilingual students' language, especially the more abstract, situation-dependent school language, and subject knowledge. The project started in 2004 and was completed at the end of the academic year 2009/2010.

The school, Knutby School, is a pre- to year 6- school in the district of Rinkeby-Kista, north-west of Stockholm. The vast majority of pupils are bilingual, many were born in Sweden and others have immigrated to Sweden. For most of them Swedish is their second language. At the beginning of the project the results of the national tests in Swedish, Mathematics and English had been low for several years and in Swedish as a second language, approximately 50% of students in year five reached the goals. The academic year 2008/2009 the school had 350 students including three pupils with Swedish as their mother tongue. Somali, Greek, Arabic, Turkish and Romany are the most common first languages. The number of people moving into and out from the district is large, affecting groups of students and teaching.

The school administration was aware that the teaching was in need of development and change, and therefore defined participation in the project as mandatory in-service training. During the first year 2004/2005 1.5 hours per week of professional development were allocated for all teaching staff. An important book in the initial phase of the project was Gibbons' book *Scaffolding Language Scaffolding Learning*, which inspired the development of an explicit instruction model. The teacher, who herself followed Gibbons' model, met each team, i.e. about 15 teachers (the school had four teams), once a month. Between the meetings, they should themselves come together to discuss issues on Gibbons' book and record this in writing. Examples of issues discussed were scaffolding, weak readers in relation to what Gibbons writes about these students' reading comprehension. All teachers should themselves try different exercises from the book. Many of the exercises were conducted in English in order to create an understanding of the second language students' situation. In the evaluation carried out after the first year it was found that these exercises were most appreciated, while the "lectures" were perceived as heavy. Many of the participants wrote that they had changed their attitude to language development, yet only a quarter said that they changed their ways of teaching. Only a few felt that they wanted assistance in the classroom to introduce an explicit approach. During the second year of the project an educational development team was formed, whose mission was to mentor the teams. Those who were interested in becoming a tutor were asked to submit the application to the principal and six teachers became part of training for supervisors.



Explicit instruction in theory and practice was focussed. In the mentoring of the teacher teams Gibbons' book was linked more clearly to the classroom work. The spoken language was discussed first, then writing, reading and listening. At each meeting some concrete language development activities were discussed, which the teacher teams had a mandate to implement in the classroom and discuss at the next meeting. To make these activities become an integral part of subject teaching and not isolated elements without context turned out to be difficult, not only in the second year of the project but also in the future. For pre-school class teachers and educators on the school's recreation departments a study day was organized on their assignments for the students' literacy development. In the evaluation the second year the participants stated that the discussions had become richer when they started from their own work in the classroom. Previously, the requirements to read Gibbons' book had been low, as it was until then only available in English, but the evaluation there was a need for all having the book.

The *third year* of the project the teacher who initiated the project became a full-time project leader and the head-teacher defined her tasks, which among other things included the creation of external links with other schools that worked genre based and with research in and outside Sweden, as well as to evaluate and document the project. Gibbons' book was purchased but the English language proved to be a major impediment, why the book was bought in Swedish translation as soon as it was published. Three of the six supervisors left their post and three new supervisors were introduced. A new team organization was tested and rejected.

A lot of the time was devoted to a deeper understanding of the difference between implicit and explicit instruction. A reading project was conducted for ten weeks including all staff and the aim was to focus close reading relevant to developing pupils' literacy. All teachers were asked to spend at least 60 minutes a day for close reading. The reading project should be documented in writing to make it possible to follow the development of the different classes as well as the educators' thoughts.

Another major project was implemented, a writing project focusing on the different genres listed in Gibbons' book. Meanwhile the project leader followed a course in functional grammar and gave the teachers a lot of material from the course as a support. This turned out to be less successful as the teachers felt that they drowned in all the new thoughts and the project lost its momentum. A teacher asked for scaffolding in the classroom, and scaffolding was given also in two other classes, which was seen as good training. During this third year the project leader was supported by a researcher, and the entire supervisory group participated in a conference, *Education, Diversity and Excellence*.

The evaluation found that concepts such as interim language, learner language, a language in constant evolution, etc. was a myth in relation to many of the pupils, who the teachers rather found had a fossilized language. Also, the students' socioeconomic background was discussed, which the teachers felt often was the cause of the students' poor results. Educational talks were more frequent now than before and the evaluation also showed that most teachers had positive attitudes towards both the teaching model and its application in the classroom. The theory had begun to be put into practice. However, teachers saw a danger in the model becoming too dogmatic. The teachers also felt that



students' linguistic awareness had increased. Most appreciated was the reading project and Gibbons' chapter on the spoken language, while more support for the different text genres was asked for. The genre model was, however, used only to a small degree in the instruction of social and natural sciences. The mother tongue teachers had become more involved in the school activities and in the cooperation with the other teachers. During the project *fourth year* the Agency for School Development funded continued professional development, which was used to the participation of the project manager and the supervisors in the course *Language & Literacy: Classroom application of functional grammar* with John Polias and Brian Dares. The school now had seven certified genre pedagogues. The funds were also used for a study day in the genre pedagogy at the school. The teacher teams were reorganized so that different grade levels were represented in all the teams to create a more favourable climate for discussion and to ensure progression between the grades.

The supervisor team met weekly to monitor the tutoring sessions, to discuss and plan activities. The support the participants gave each other was important, especially as some new trainers had come into the project. It seemed clear that the supervisor's knowledge of functional grammar correlated with the knowledge of genre pedagogy. Good knowledge of traditional grammar facilitated the understanding. This year the different genres mentioned in Gibbons' book were discussed and four weeks were devoted to each genre, but also to the issue how teachers can support and evaluate student writing. The teachers were uncertain about the structure and language of the various genres, with the result that they avoided the element of joint rewriting. The concept of explicit instruction was eventually replaced by the concept of genre teaching and learning and in different ways the genre model was made visible in the school's physical environment, such as argumentative texts in Somali, Arabic, Turkish and Greek outside the head teacher's room. An information brochure for parents was printed. The evaluation of the project's fourth year was conducted by external evaluators. The project's *fifth year* was devoted to the functional grammar, based on the book *Genrebyrån* by Polias & Hedeboe (2008). Since the grammatical knowledge of many of the teachers was not well developed the focus on functional grammar was experienced as a gamble that could possibly have the opposite effect. It is important that teachers themselves write in different genres and thereby use the grammar in their own writing, as well as discuss various linguistic options. A good knowledge of functional grammar was seen as extremely important in order to avoid that the model became static. The model was, however, becoming an integral part of the school activities, but procedures for ongoing assessment and monitoring needed to be developed, as well as for the integration of new staff.

During the project last year, academic year 2009/2010, a major evaluation of the project was carried out. The project has provided important experiences that are summarized below:

- Theory and practice must continuously interact with each other. All change takes time, especially when introducing such a comprehensive model as the genre teaching.



- Knowledge of the functional grammar is important in order to access the full potential of the genre pedagogy.
- It is above all the phases "Modelling and deconstruction" and "joint rewriting" that require practice.
- Explicit models should be given for the deconstruction of different genres. Teachers should train themselves to write in order to dare to carry out the phase of "joint rewriting".
- Teachers should have good knowledge about the progression of the various genres. The school management has an important role. Their directive may create negative attitudes, but can also be a force in the development, particularly in the support of the supervisors.
- Directives have also meant that all staff got involved. A project like this needs time in order for the teachers to develop an understanding of the method and to allow monitoring changes in the pupils' results.
- The project supervisors must themselves have good knowledge of genre teaching and be confident about the model's strengths in the development of students' language and subject knowledge.

### Physics lessons in school-year 5

#### The school

The Oak School, a compulsory school built in 1973, is situated on the outskirts of the city. It has 230 pupils in pre-school up to year 5. As many of the pupils have migrant background the school has decided on a profile where film, drawing and music are important elements, which give the pupils the opportunity to express themselves in many ways, not only in words. Every year a musical is created in cooperation between the music teacher, a drama pedagogue, the teachers of other subjects and the pupils. A theme is chosen and this year sustainable development is the theme, not only of the musical, but also of the rest of the instruction. All the pupils learn at least one of the songs and many of them play various roles in the musical. They also contribute with drawings etc. In this way they collect words and ways to express themselves, not only in oral and in writing during the normal lessons, but also by using other skills and multimodal means.

#### The class

There are 21 pupils in the class and about 70 % of them have migrant background. Some of them have recently arrived, others were born in Sweden but speak only the native language of their parents. Still others have a linguistic background in just oral language. The newly arrived pupils have some lessons a week with the teacher of mother tongue, who sometimes also attend the lessons in the class, but those pupils spend the rest of the time in the ordinary class. For the teacher, Peggy, this is a demanding situation.



### The Introduction of a New Theme – Sources of Energy

A part of the theme sustainable development is the study of various sources of energy within the subject of physics. In the following the two first lessons of introduction are described.

As an introduction the teacher shows a film on various sources of energy, which is discussed in class. The teacher writes important concepts on the whiteboard and asks the pupils to write them down in their books as well. The next lesson, taking place a couple of days after the first one, the pupils and the teacher talk about the film once more and again important concepts are written on the whiteboard. Together they discuss arguments in favour of and against the different sources of energy. The pupils contribute with a lot of questions and the teacher writes them down. Later on these questions will be part of the further studies within the physics subject.

The pupils study in their textbooks and in groups they discuss issues on energy. Words like “turbine” and “generator” are heard. By reading paragraph by paragraph and jointly discussing all the pupils get knowledge of the new words and concepts.

The lesson ends with a dilemma exercise. The pupils are asked to decide which source of energy they would prefer to use in the future and also to find arguments for and against it. Those preferring wind power are asked to go to one corner of the classroom, those preferring water power to another, nuclear power to the third corner, bio energy to the fourth, solar power somewhere else in the room. After having decided which source of energy they would prefer, the pupils in the groups are asked to agree on the arguments and after ten minutes present them to the rest of the class. One girl, of African origin, forms a group of her own. She prefers solar power and explains why. She ends her argumentation by saying that solar power would be very good for Africa.

### Significant Elements in Peggy’s Instruction

The lessons related above can be regarded as the first steps towards a genre-based instruction. Important concepts are focused by watching a film, by oral discussions, by close reading where specific vocabulary is observed, by using the experiences of the pupils and by giving the pupils the opportunity to defend their arguments, and last, but not least, by using multimodal means.

Argumentation is usually not used in instruction to such an extent as could be wished for. Argumentation is cognitively demanding and especially so if you do not have the adequate vocabulary to express your thoughts. Peggy builds, however, an instructional environment that helps the pupils think both for themselves and in groups. Later on this oral argumentation can serve as the basis of writing assignments, for example in laboratory reports.

The pupils are taking part and are seen as resources when the teacher notes all their questions and lets those be the base of the further studies. The pupils’ talk is an inherent and natural part of learning. When given the opportunity to talk the pupils also



use the academic language specific of the subject and the theme. Thus, the concepts gradually become more and more natural to them.

In this school multimodality plays a vital role. By preparing the musical on the theme of sustainable development the physics lessons become part of a bigger concept that facilitates the studies. The pupils meet to a certain degree the same vocabulary in several contexts and can thereby see the value of knowing how to express their thoughts also in the musical work.



## UK Partner – King’s College

### The Proactive Learning from Early Years

The PLEY (Proactive Learning from Early Years) *Maths in Motion Project* (2006) explored in two Islington (London) nursery schools an approach to the teaching of mathematical concepts to very young children based on whole body movement work as a kind of ‘scaffolding’ for concept development. Movement specialist and artist-in-residence Lesley Hutchinson cooperated with maths specialists in developing a physical movement programme that encouraged very young children to explore their own bodies as units of measurement. Over several weeks the programme indirectly approached ideas like estimation, tagging, partitioning as a tactic in counting, cardinality, backwards counting, ordering of numbers, comparing and sorting. The movement work, which was explicitly linked to language development, also touched on the exploration of space as an embryonic mapping exercise, including position and opposition in space and distribution. The instructions were often quite simple (‘stand in as big a space as you can find’) before the children’s thoughts were probed in continuous brief conversations.

As well as appearing to be an imaginative exercise in promoting ‘pre-mathematical thinking’ for early years children, the language development element was linked to a physical experience that was immediately accessible to all children including those from a minority language background. Even children struggling with English as a second language were included in the most literal sense. The trans-cultural nature of the arts is a useful resource to the language teacher in a plurilinguistic environment.

Overall the approach endorses the comments of Professor Guy Claxton in asserting that ‘certain kinds of complex predicament are best tackled through a rhythmic combination of ‘hard’ thinking and relaxed playful reverie – learning through intuition’.<sup>4</sup>

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<sup>4</sup> Guy Claxton, ‘Education for the Learning Age: a socio-cultural approach to learning to learn’ in Wells G. and Claxton G. 2001. The term ‘complex predicaments’, of course, must be recalibrated to reflect the age and maturity of those they puzzle.



## Associated Partners – Bernard Mohan and Anja Brandenburger Sheltered Instruction Observation Protocol

SIOP stands for Sheltered Instruction Observation Protocol. The SIOP model is a way of observing and improving lessons systematically to identify important difficulties and opportunities for content teachers and second or additional language learners in the classroom and in smaller learning groups as well (Echevarria et al. 2004). While it is aimed at content teachers who teach subject areas, it is also useful for language teachers because they are often called on to help content teachers to work with linguistic minority pupils. SIOP would be a good start for *all* pupils in *any* teacher education programme dealing with second or additional language learners. The excellent thing about the SIOP model is that it gets teachers and pupil teachers to observe classes systematically and carefully and see that there are problems, which kind of problems can be analysed and that it is possible to address the problems by adapting teaching. If teachers do not see that there is a problem, why should they adopt any new ways of teaching?

Subject teachers – whether of the Humanities, Social or Natural Sciences – firstly, are aware of the importance of linguistic mediation in their teaching content and secondly, know what high degree of language skills that requires in pupils. This way, it can be ensured that pupils understand all the tasks and requirements as well as they can work on a common theme – albeit with differentiated tasks and accordingly levels of difficulty. Thus, SIOP allows for an internal differentiation of regular education in heterogeneous learning groups along the subject and academic language skills respectively.

### Eight components

‘Sheltered Instruction’ means that each subject teacher parallel to the technical contents, provides and supports linguistic skills in his/her instruction, above all dealing with the respective technical language. This way, learners with special linguistic needs have the opportunity to understand the topic, to actively participate in class and to successfully learn in the respective subject. For that purpose, eight components have been considered:

1. lesson preparation;
2. development of background knowledge and inclusion of the pupil’s realm of experience;
3. intelligibility of input;
4. mediation of strategies;
5. interaction;
6. practical application;
7. delivery of teaching;
8. review and assessment.

The components are covered and evaluated in the classroom observations by using a minutes’ sheet that is supported by features. This sheet first of all serves those teachers whose lesson is being analysed. Not all features will always be considered but one focuses more on two or three features on which the observers and a teacher beforehand agree upon depending on the instruction target or the individual developmental conception of a teacher.



The implementation of SIOP therefore presupposes a good cooperation and a climate of cooperativeness by the teachers – thus, a cooperative counselling which focuses on subject language education.